Instructor: Sandy Griffith, Ph.D., NCC
Office: ECDC 145
Office Hours: Mondays & Thursdays, 1–4pm
Office Telephone: 361-825-2622
Email: SandyAnn.Griffith@tamucc.edu

Semester: Fall 2019
Class Day: Monday
Class time: 4:20pm – 6:50pm
Class Location: ECDC 219A

Graduate Teaching Assistant:
Stephanie Fuentes-Majors, M.S., NCC, LPC
E-mail: stephanie.majors@tamucc.edu

Course Description
CNEP 5308: Counseling Theories (3 SCH). This course is designed to provide an overview of the theoretical foundations associated with best practices for counseling treatment planning and intervention. Topics addressed in this course include the historical development and contemporary application of counseling theories, review of key concepts that influence client change, essential features of the therapeutic process, and considerations for culturally relevant and setting-specific applications. Students will be expected to complete designated readings and associated assignments, work in small groups, complete experiential activities, and demonstrate learning across several modes of evaluation. Prerequisites: None

Rationale
This course is designed to set a theoretical foundation to help students apply theory to practice and begin to develop a personal model of counseling. It should be taken early in a student’s counselor preparation program.

Instructional Methods
Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives
This course is designed to meet 2016 CACREP professional counseling identity standards (Section 2) for all entry-level and doctoral-level programs. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standards 2-F-5-a**: theories and models of counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the weekly chapter reading quizzes, weekly homework assignments (short answer questions), midterm and final exams, and the Personal Theoretical Model paper as assessed by the rubric.]
• **CACREP Standard 2-F-5-b:** a systems approach to conceptualizing clients. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the weekly chapter reading quizzes, weekly homework assignments (short answer questions), and midterm and final exams.]

• **CACREP 2-F-5-n:** processes for aiding students in developing a personal model of counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the Personal Theoretical Model paper as assessed by the rubric.]

• **CACREP 5-C-1-b:** theories and models related to clinical mental health counseling. [Students will successfully complete this learning objective by achieving a score of 80% or higher on the weekly chapter reading quizzes, weekly homework assignments (short answer questions), midterm and final exams, and the Personal Theoretical Model paper as assessed by the rubric.]

**Major Course Requirements**

1. **Weekly Reading Quizzes (14 points)**
   Each week, a brief reading quiz with 10 questions will be given to assess students’ understanding of chapter reading materials. The quizzes will be made available online and students will need to complete the quiz for the chapters discussed in-class prior to attending class. Quizzes must be completed by 4:00PM on the day of class, except for the quiz for Chapter 1. Quiz questions will be presented in multiple choice and true/false format. The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. Students will have 15 minutes to complete a 10-question quiz, so it is imperative that students read the chapter prior to taking the quiz. There will be 14 quizzes available for students to take throughout the semester. Quizzes cannot be made up after the due date and do not qualify for the late attendance policy.

2. **Weekly Homework Assignments (short answer questions) (13 points)**
   Each week, starting from Chapter 2 and ending at Chapter 14, you will read case studies: “The Millers” and respond to questions at the end of each of the case studies (found at the end of each chapter). Please bring a copy of your answers to class; it will be used for discussion in class.

3. **Attendance and Participation in Experiential Activities (10 points)**
   Since much of the learning in this course occurs in the context of discussion, demonstration and experiential activities, it is expected that students will actively participate in each class. Students are expected to draw upon information from the chapter and article readings as well as their own experiences when participating in class discussions, roleplay etc. Additionally, participation points will be deducted if students have more than one absence and/or are using electronic devices in
class without instructor approval (see Class Policies in Section IX below).

4. **Midterm Exam (20 points)**
   The midterm exam will consist of multiple choice, true/false, and short answer items from Chapters 1-7. It will focus on material covered in the text, class lectures and discussions, group activities, and supplemental readings. *Do not rely solely on material presented in classroom activities.*

5. **Personal Theoretical Model Paper (23 points)**
   Students will write a personal theoretical model paper (8-10 pages) that defines their own personal counseling model. The paper will include the following: 1) Your historical context (personal and/or professional factors) that led to your view of human nature. 2) Your view of human nature. 3) Identification and brief description of two counseling theories that align with your view of human nature. 4) Identification of future counseling setting (e.g., school, community, addictions, etc.) and application of personal theoretical model to that setting. 5) At least two key concepts of your personal theoretical model. 6) At least two key counseling techniques used in your personal theoretical model. 7) Description of the therapeutic process in your personal theoretical model. 8) Social, cultural, and spiritual issues relevant to your personal theoretical model, and 9) Efficacy of your personal theoretical model (how will you know that your model works [i.e., describe the anticipated outcomes, changes, and progress for future clients]). Also, as part of the total grade, students will submit a rough draft prior to the due date and participate in a peer exchange in class. The rough draft and peer exchange cannot be made up. See the rubric for exact details of this paper.

6. **Final Exam (20 points)**
   The final exam will consist of multiple choice, true/false, and short answer items from Chapters 8-15. It will focus on material covered in the text, class lectures and discussions, group activities, and supplemental readings. *Do not rely solely on material presented in classroom activities.*

**Point Allocation and Grading Scale:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points toward Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Reading Quizzes</td>
<td>14 points</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>13 points</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20 points</td>
</tr>
<tr>
<td>Personal Theoretical Model</td>
<td>23 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
### Grade Distribution

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

### Required or Recommended Readings

**Textbooks:**


**Recommended or supplemental readings:**


the baby out with the bathwater. *Issues In Psychoanalytic Psychology*, 3899-115.


doi:10.1007/s11199-017-0819-y


**State Adopted Proficiencies for School Counselors**

**School Counselor Standard I: Learner-Centered Knowledge**
The professional school counselor must have a broad knowledge base.

**School Counselor Standard II: Learner-Centered Skills**
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

**School Counselor Standard V. Learner-Centered Communications:**
The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

**TExES Competencies**

**Competency 001 (Human Development):** The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meet the needs of all students.

**Competency 002 (Student Diversity):** The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

**Competency 006 (Counseling):** The school counselor understands how to provide effective counseling services to individuals and small groups.

**Course Policies**

**Class Attendance**
Class attendance is an important aspect of the course and students are expected to be present for every class. Full participation is also expected, and students should come to class prepared to engage in class activities and discussion. Students will be given one unexcused absence per semester. More than one absence will result in a .5-point deduction per absence from your final grade. Tardiness to class or leaving class early will result in a deduction based on the length of
tardy (e.g., missing half of an in-person class will result in a .25-point deduction from your final grade). Documentation (i.e., doctor’s note, obituary, etc.) is required for an excused absence.

**Cell Phone/Electronic Device Usage**

Cell phones and laptops are not permitted in class unless specifically instructed by Dr. Griffith. If cell phones or laptops are used during class without explicit instruction from Dr. Griffith, participation points will be deducted. There will be no courtesy warning.

**Additional Class Policies**

- Students are expected to notify the professor by email if an unavoidable absence is required, and he/she should consult Blackboard and with class members about missed class activities.
- Students are expected to consult Blackboard to prepare assignments ahead of time to avoid a late penalty and loss of points or credit.
- Missed exams will NOT be rescheduled and make up exams will not be administered.
- Students are expected to actively participate in class discussions and complete all assignments.
- Students are expected to have a functional Islander email account and monitor it.
- Students are expected to have skills for use and interaction with Blackboard.
- Students are expected to respond to instructor emails promptly, if requested.
- Students must arrange a day/time to meet privately with the instructor (*early* in the semester) if you have difficulty meeting the requirements of the course.

**Late Assignment Policy**

Late assignments will be accepted up to one week late for a reduced letter grade. After one week late, assignments will not be accepted, and you will receive a zero. Chapter reading quizzes and discussion board posts cannot be made up. Your Personal Theoretical Model paper will be submitted electronically through Blackboard. It is not an acceptable excuse to say you thought it uploaded when it didn’t. You will be able to see if the assignment attached/uploaded correctly. If there is a glitch and Blackboard is not uploading your assignment properly, it is still your responsibility to email Dr. Griffith with your assignment attached by the assigned due date and time.

**Extra Credit**

Generally, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Classroom Climate**

The counseling profession is one that requires discussion and sharing of sensitive materials, hence we should strive to keep what is discussed and shared in class within the classroom. Students should be cognizant that classroom discussion and sharing is for growth.
Remember to respect differences of opinions. The classroom is always a place of professionalism and respect. The nature of this course is to provide a venue for training as a professional counselor. To allow your future clients to step outside their comfort zones to learn and grow, you must be willing to do the same. It is imperative that you be willing to trust the process and be comfortable in the knowledge that there are no right or wrong techniques, courses of action, or answers, but rather different perspectives to view and conceptualize. This course also requires you to give and receive feedback from your peers and the professor. Feedback is given to allow a different lens to emerge to conceptualize issues and provide for growth.

**Student professionalism and decorum**
You are expected to treat a graduate level class as part of your profession and as such you are always expected to conduct yourself as a professional. In addition, you should be mindful of your behavior when communicating (via in person, phone, or e-mail, etc.) with faculty, university personnel, fellow students, and the community, as your behavior and professionalism are always being evaluated. Inappropriate behavior, communication, and decorum of any kind that is observed, reported, or discovered could impact your grade, ability to complete the course, ability to graduate from the counseling program, and ability to obtain recommendations from faculty in the program and at the university. *Examples of inappropriate behavior, decorum, and communication includes, but is not limited to the following actions:* speaking/e-mailing/participating in negative commentary about the university, university professors or classmates; speaking/e-mailing/participating in negative commentary about the counseling program; not showing up for class, coming to class late, or not participating in classroom discussion; sleeping in class, doing assignments for other classes, and talking on cell phone or sending text messages during class.

**Academic Conduct**
Cheating is considered the actual or attempted practice of fraudulent or deceptive actions for the purpose of improving a grade. *Plagiarism* is a specific form of cheating which is the misuse of published and/or unpublished works of others by misrepresenting the material as one’s own work. Penalties for any kind of academic misconduct may include a “0” on an assignment, a failing grade for the course, and/or dismissal from the department. The assignment of penalty will be at the discretion of the instructor and/or department faculty. Students are responsible for familiarizing themselves with various forms of academic misconduct as described in the TAMU-CC Student Handbook, and failure to do so does not constitute a defense for such misconduct. Students should also be aware that an Academic Misconduct report will be filed with Student Affairs for any such behavior.

**Academic Integrity and Plagiarism - TAMUCC Graduate Catalogue (refer to current version)**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one’s own work).
Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Classroom Behavior and Professional Conduct**

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.
Additionally, students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior that is deemed unethical may be grounds for Student Review and Retention policy procedures to be initiated or for dismissal from the program.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Confidentiality
Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding other’s input. This is an ethical issue.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 8th, 2019 is the last day to drop a class with an automatic grade of “W” this term.

Syllabus Disclaimer
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any portions of the syllabus. If changes are made to the syllabus, the instructor will inform students regarding such changes. It is also the responsibility of each student to know what changes have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Students are encouraged to ask questions regarding information on the syllabus and course requirements when they receive the syllabus.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final
grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/ For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disability Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Emergency Contingencies Plan
In the event of a campus evacuation, I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able to take your tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Communication
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their
account and make plans to check the account regularly. Students can expect a response to their questions from me within 48-72 hours (excluding weekends & university-recognized holidays).

### Tentative Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26/19</td>
<td>Course and Syllabus Overview, Review of APA and Appropriate Grammar</td>
<td>Chapter 1 Quiz&lt;br&gt;Due by 9/2/19 at 11:59PM</td>
</tr>
<tr>
<td>Week 1</td>
<td>Chapter 1: Becoming an Effective Counselor and Psychotherapist</td>
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<tr>
<td>Week 3</td>
<td></td>
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<tr>
<td>9/16/19</td>
<td>Chapter 3: Analytical Therapy (Jungian)</td>
<td>Chapter 3 Quiz &amp; Homework questions</td>
</tr>
<tr>
<td>Week 4</td>
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<tr>
<td>9/23/19</td>
<td>Chapter 4: Individual Psychology (Adlerian)</td>
<td>Chapter 4 Quiz &amp; Homework questions</td>
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<td>Week 5</td>
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<tr>
<td>9/30/19</td>
<td>Chapter 5: Existential Therapy</td>
<td>Chapter 5 Quiz &amp; Homework questions</td>
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<tr>
<td>Week 6</td>
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<tr>
<td>10/7/19</td>
<td>Chapter 6: Gestalt Therapy</td>
<td>Chapter 6 Quiz &amp; Homework questions</td>
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<tr>
<td>Week 7</td>
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<tr>
<td>10/14/19</td>
<td>Chapter 7: Person-Centered Counseling</td>
<td>Chapter 7 Quiz &amp; Homework questions</td>
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<tr>
<td>Week 8</td>
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<tr>
<td>10/21/19</td>
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<td>Midterm Exam - Chapters 1-7</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>10/28/19</td>
<td>Chapter 8: Behavior Therapy</td>
<td>Chapter 8 Quiz &amp; Homework questions</td>
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<td>Week 10</td>
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<tr>
<td>11/4/19</td>
<td>Chapter 9: Rational Emotive Behavior Therapy (REBT)</td>
<td>Chapter 9 Quiz &amp; Homework questions</td>
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<td>Week 11</td>
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<td>11/11/19</td>
<td>Chapter 10: Cognitive Behavior Therapy (CBT)</td>
<td>Chapter 10 Quiz &amp; Homework questions</td>
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<tr>
<td>Week 12</td>
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<tr>
<td>11/18/19</td>
<td>Chapter 11: Reality Therapy/Choice Theory Chapter 12: Narrative Therapy</td>
<td>Chapter 11 Quiz &amp; Homework questions</td>
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<tr>
<td>Week 13</td>
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<tr>
<td>11/25/19</td>
<td>Chapter 13: Solution-Focused Brief Therapy</td>
<td>Chapter 13 Quiz &amp; Homework questions</td>
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<td>Week 14</td>
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<tr>
<td>Date</td>
<td>Chapter 14: Relational-Cultural Therapy (Feminist Therapy)</td>
<td>Chapter 14 Quiz &amp; Homework questions</td>
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<tr>
<td>12/2/19</td>
<td>Chapter 15: Adaptations, Spinoffs, and New Directions of Theories of Counseling and Psychotherapy</td>
<td>Rough Draft of Personal Theoretical Model Paper</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Peer Exchange for Personal Theoretical Model Paper</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 12/9/19  |                                                           | Final Exam - Chapters 8-15
                                                     | Personal Theoretical Model Paper due by 11:59pm |

I. **Rubric**

Please see the attached rubric for the Personal Theoretical Model paper.
### Personal Theoretical Model Paper Rubric (23 points)

<table>
<thead>
<tr>
<th>Component</th>
<th>2016 CACREP Standards</th>
<th>Rating/Scoring</th>
</tr>
</thead>
</table>
| **Content:**  
Students will write a personal theoretical model paper (8-10 pages) that defines their own personal counseling model. The paper will include the following: 1) Your historical context (personal and/or professional factors) that led to your view of human nature. 2) Your view of human nature. 3) Identification and brief description of two counseling theories that align with your view of human nature. 4) Identification of future counseling setting (e.g., school, community, addictions, etc.) and application of personal theoretical model to that setting. 5) At least two key concepts of your personal theoretical model. 6) At least two key counseling techniques used in your personal theoretical model. 7) Description of the therapeutic process in your personal theoretical model. 8) Social, cultural, and spiritual issues relevant to your personal theoretical model, and 9) Efficacy of your personal theories and models of counseling |
| 5a. theories and models of counseling  
5n. processes for aiding students in developing a personal model of counseling  
C.1.b. theories and models related to clinical mental health counseling | **Does not meet expectations (0-5 points):**  
Paper does not adequately cover content items 1 through 9. |
| **Meets minimum expectations (6-10 points):**  
Paper covers content items 1 through 9 somewhat adequately; however, discussion of content areas lacks detail and depth, and are incomplete, unclear, inaccurate, superficial, and/or loosely applied to future counseling setting. |
| **Exceeds expectations (11-16 points):**  
Paper thoroughly, clearly, and accurately covers content items 1 through 9. |
theoretical model (how will you know that your model works [i.e., describe the anticipated outcomes, changes, and progress for future clients].

<table>
<thead>
<tr>
<th>Rough Draft: Students will submit a rough draft of their paper to engage in a peer exchange during class. Students must be present in class to participate in the peer exchange activity to receive points. This activity cannot be made up.</th>
</tr>
</thead>
</table>
| Does not meet expectations (0 points):  
- Student does not have a draft prepared for the in-class peer exchange.  
- Student is not present in class to participate in peer exchange.  

Meets expectations (2 points):  
- Student has a rough draft prepared for the in-class peer exchange.  
- Student is present in class to participate in the peer exchange.  

<table>
<thead>
<tr>
<th>Writing Quality and Format: A well-written paper that meets graduate-level expectations (spelling, grammar, APA format, title page, headings, reference page, etc.). Clarity, organization, and format lead the reader from the introductory paragraph (what is the paper about? what are the main topics to be covered?), through the body of the paper, to the concluding paragraph (reiterates the main points of the paper and ties together the personal theoretical model).</th>
</tr>
</thead>
</table>
| Does not meet expectations (0-1 points):  
- There is no adherence to APA format.  
- Paper contains extensive spelling, grammatical, and punctuation errors.  
- Paragraph structure, flow, and organization of paper are not evident.  
- Paper does not meet the required guidelines (8-10 pages).  
- Writing is not considered graduate-level work.  
- Paper has less than three peer-reviewed references.  

Meets minimum expectations (2-4 points):  
- There is evidence of adherence to APA format, but still has errors.  
- Paper has several spelling, grammatical, and punctuation errors.  
- Paragraphs need more structure.  
- Flow and organization of paper is choppy and hard to follow. |
- Paper meets the required guidelines (8-10 pages).
- Paper contains a minimum of three peer-reviewed references.

**Exceeds expectations (5 points):**
- Paper adheres to APA format (title page, headings, reference page).
- There are zero to few spelling, grammatical, and punctuation errors.
- Each paragraph is well constructed with a topic sentence and supporting sentences.
- There is a clear and easy “flow” and organization to the overall paper.
- Paper meets the required guidelines (8-10 pages).
- Paper contains a minimum of three peer-reviewed references.